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ABSTRACT

This study is designed to give a brief, descriptive look at the Learning Center in Adult Basic Education. Some philosophical orientation, considered to be a reflection of the current thinking of many serious adult educators regarding their objectives in implementing a learning center literacy program, is included. The Learning Center for Adult Basic Education incorporates team teaching, individualized instruction, and a wide variety of materials, including programmed hardware and software. It also includes experiences to acquaint the student with his cultural heritage, knowledge of his community, and ways in which he may help to shape his community life. Some of the broad objectives of the Center are: (1) to advance each adult student as far as possible in the available time; (2) to enable students to gain skills and understandings commensurate with backgrounds in reading, communication, and other areas; and (3) to allow the students to develop an awareness of their needs and desires for continuing education. Testing and evaluation currently in use in learning centers differ in length, types and approaches. Auxiliary services include health services and child day care. A bibliography is included. (CK)

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A LEARNING CENTER APPROACH TO LEARNING IN ADULT BASIC EDUCATION

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I N T R O D U C T I O N

This study is designed to give a brief descriptive look at the Learning Center in Adult Basic Education. In developing the material contained in this document, we are indebted to workshop participants in the Workshop in Adult Basic Education Curriculum Development, Ohio State University, Columbus, Ohio, July 21-August 8, 1969, who, through informal conversation, have described how learning centers are operating in the various States represented in the workshop. Other ideas have been gleaned from literature, lectures, demonstrations, field trips, and personal experience within our own realm of operation.

This has not been an attempt to describe the ideal. We have, however, included some philosophical orientation which we consider to be a reflection of the current thinking of many serious adult educators regarding their objectives in implementing a learning center literacy program.

We have made some general recommendations regarding staff and instructional program, as well as facilities and materials. An exhaustive exploration of philosophy, methods and devices for teaching English as a second language has not been attempted in this study. We have listed some special materials in this category, and it is recognized that many, if not most, of the other programs and materials can be adapted for teaching English to the non-English speaking adult.

In carrying out this work, we have shared information, resources, and results of conversations with workshop participants. Each member has assumed responsibility for writing certain sections of the report. We have revised and rewritten the report together and submit it as a group effort.

A DEFINITION

What is a Learning Center in Adult Basic Education? The Learning Center educational concept has evolved out of the recent revolution behavioral science, science, and technology. Educators have become aware of the fact that teachers must place an emphasis on cognition rather than regurgitation; on process rather than product; on research rather than rote. To meet the changing needs of society, schools have need to create an atmosphere which encourages personal initiative in learning. There is insistance by both young and old that what they are learning be relevant to the lives they lead, to better prepare them for the job of making a living as well as for satisfactory participation in democratic life.

Many school systems have recognized changed societal wants and needs and have responded by incorporating into their structures "Instructional Materials Centers" (as they are most often called), containing not only books but also a wide variety of resources, both audio and visual, from which a student may learn. Some of these "IMC's" are centralized, with one center serving several schools in a district, or decentralized, serving only one school or even several departments within a given school.[1] It was discovered, through use of these IMC centers, that often students who had experienced trouble mastering books, responded readily to films, tapes, and teaching machines. It was also revealed that retarded children learned to read faster and more effectively by means of teaching machines than by attending regular reading classes. Adult Basic Education, responding to this new spirit of academic e enterprise, became quickly aware that a teaching pattern different from the typical classroom was ideally suited to the adult learner who had often failed in his earlier brush with school and needed a novel approach. The student also more readily perceived instruction as being helpful when it was tailored to his adult needs and goals. Thus, the Learning Center for Adult Education evolved to offer educational opportunity to a wider range of the population.

The Learning Center for Adult Basic Education, as it presently exists, incorporates team teaching, individualized instruction, and a wide variety of materials, including programmed, hardware and software. It also includes experiences to acquaint the student with his cultural heritage, knowledge of his community and ways in which he may help to shape community life.

The teaching differs from that of a traditional classroom in that the instructional team, after assessment of the student's learning level, prescribes for him an outline for learning adapted to his individual goals, needs and capabilities. It allows him

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[1]Davis, Harold S., Organizing a Learning Center, Cleveland: Educational Research Council of America, 1968, p. 5.

to proceed with his education at his own rate, on his own time ... schedule, and with teacher help where required. It also provides for educational enrichment of various types, as well as counseling and other professional services where needed.

The center is staffed by full-time teachers plus supplementary educational personnel. Some centers are open during both day and evening hours, others daytime only, others evening only, depending on needs of clientele.

The Learning Center also differs from traditional education in its freedom and informality and the independence granted students as they learn. It is a flexible program: the teaching team, the materials for individualized learning, and the location of the learning center itself are selected on the basis of needs of clientele which it will serve.

With programmed materials and individualized kits, coupled with individual and/or small group instruction, it has been discovered that students of any age can learn almost any skill or subject that is taught from early elementary school level on. Because much of the material is auto-instructional, it is not necessary for any two students to learn the same thing at the same time, freeing teachers to give individual help whenever needed. Because the Adult Learning Center serves adults, and many adults who are learning or relearning basic skills, making up deficiencies or training for job opportunities, the Learning Centers are adjunctive not only to educational institutions, but also to other training agencies such as educational divisions of business and industry, unions, various governmental agencies, libraries and churches. Therefore, there is no set pattern of organization or implementation which is equally applicable to all situations. There are, however, similarities in rationale, objectives, design and implementation.

BROAD OBJECTIVES OF
AN ADULT BASIC EDUCATION LEARNING CENTER

The intended outcomes of the Learning Center in Adult Basic Education are:

1. To advance each adult student as far as possible in the available time, i.e.
   a. Illiterate students to functional literacy
   b. Intermediate level and developmental level students to eighth grade equivalency
   c. All adults to individual goals

2. To enable the studnets to gain skills and understandings commensurate with backgrounds and needs in:
   a. Reading and communication
   b. Numbers
   c. Health and physical science
   d. English as a second language
   e. Social science
   f. Social skills and appraisal of realistic aspirations for successful social functioning
   g. Problem solving related to daily living

3. Allow the students to develop an awareness of their needs and desires for continuing education by:
   a. Building self-confidence, a confidence in their own ability to learn, and personal self-esteem through a constant series of successful experiences
   b. Building a sense of responsibility for their own well-being and that of society
   c. Recognition of opportunities for better jobs

THE INSTRUCTIONAL PROGRAM

It is the viewpoint of many eminent adult educators that one specific requirement necessary to meet the needs of the future is a national perception of the fact that education for EVERYONE is a continuing, not a terminal process. Education begins at birth, and continues for as long as there is life. It is not only a matter of becoming competent in a vocation, although this is historically the educational viewpoint in America, but must also orient the individual toward worthy human values.[2]

Vocationalism was once a practicality in our culture, but in today's world,,because of the swiftly moving currents of change, continuing education becomes the means through which we may learn to live comfortably with ourselves and others, as well as the means for preventing obsolescence of our knowledge in all fields of endeavor.

The Learning Center, therefore, will incorporate the idea that many different adults will wish to attend the center for many different kinds of learning. Such education cannot be accomplished through courses alone, programmed or otherwise, but require the skillful use of <u>all</u> our human and material resources. If Learning Centers guard against the educational tendency toward standardization; i.e., grading, grade levels, standardized tests, scheduling, etc., it may offer one approach for rediscovery of the individual as a special entity. It is for this reason that, although the Learning Center will employ programmed materials, both hardware and software, such materials are not to be considered as a replacement for the moment-to-moment interaction of students with teachers, with other students, and specialized staff who seek to help them achieve their goals.

Anthony G. Oettinger of Harvard, in his essay "The Myths of Educational Technology"[3] states that programmed systems which proclaim to individualized instruction do not give individualized expression. They are not creative, in his opinion, because the student is told exactly where to go, which lends itself to conformity rather that to diversity of expression. Granting that there may be some truth in this statement, it must also be recognized that creativity

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[2]Jensen, Gale, et al (eds.), "Adult Education, Outlines of an Emerging Field of University Study", Adult Ed. Assn., USA, 1964

[3]Oettinger, Anthony G. "Myths of Educational Technology", cited by Theodore P. Gnagey in "Love's Lost Labor", <u>Adult Leadership</u>, Vol. 17, No. 6, Dec., 1968, p. 268

demands utilization of facts and information in producing new or novel arrangements or products. Programmed hardware and software are tools which some students can efficiently use to increase skills which unlock stores of information, thus they greatly increase inputs for these people. When programmed materials are used by knowing and humane people, they can serve us well, however, Dr. Oettinger's statement is a warning to be heeded. It may be, as in Pogo's classic utterance, "We are surrounded by an insurmountable opportunity," nevertheless, if we propose that education is a life-time affair, then in its implementation we should consider those technological teaching aids which have proven to be efficient in specific instances and use them where they are helpful. Negative effects, if any, can be counteracted by variation in instructional approaches, provided the environment is diversified and the instructional staff knowledgeable, sensitive and flexible. This concept of the Learning Center program content accepts the advantages and limitations of all selected materials and seeks to use them as effectively as possible tailored to the time, place and conditions prevailing. It means a program content designed to educate adults as workers, citizens, parents and home-makers, fully utilizing staff and materials toward the end of serving total educational needs for the complete life experience.

STAFF AND IMPLEMENTATION

The number and kind of staff for any specific learning center will vary with the number of students, as well as the special needs of individual students. The day of one teacher per one classroom, however, is fast fading from the educational scene. It is suggested that no fewer than two instructional persons be available in a learning center at all times: these might be two teachers, a teacher and assistant, a teacher and counselor, teacher and aide, or other combinations. Centers with small staff usually have access to other specialized personnel through their sponsoring affiliations. Larger centers might have many or all of the following staff members:

Director (s)
Teachers (Including those assigned to day care)
Supplementary Educational Personnel (Assistant or aides)
Counselors
Psychologist
Researcher
Recruiter and Community Worker
Nurse
Social Worker
Consultants
Clerical Staff
Custodians

"A staff large enough and of a type to carry out the program and objectives of the Learning Center' is as close as one can come

to defining personnel requirements. Each member of such a staff, however, should satisfy State requirements, have a social understanding of the area served, pleasing personality characteristics, ability to relate easily to all types of people, and competence to do the job for which he is hired. Ability to converse in the language of the dominant ethnic group served is also helpful. A knowledge of the social, economic and political factors which impinge upon the lives and thoughts of the student. Indeed, for the teacher to have this understanding is crucial, since learning situations will be tailored to increase the student's efficiency in coping with his environment.

Role of the Instructional Personnel

Instructors and assistants consider themselves as tutors and enablers. It is their responsibility to be thoroughly familiar with all of the materials and programs and to be able to give aid whenever and wherever it is needed. As will be discussed later, the teacher explains the program and how to use it to the new students, assesses his beginning level, prescribes materials, and carries out daily, unit and final evaluations.

It is unlikely that the teacher will ever be called upon to teach the whole group at one time in the traditional manner, though he may cluster several students with the same problem. However, he might engage the whole group in such activities as field trips, viewing of films, singing, or socializing. The instructional personnel should not only be concerned with content, but also with the pacing of learning. Coffee breaks (frequent), and short conversations encourage student interaction and provide for change of pace. Informative films related to the curriculum should be injected, and discussion periods will allow an opportunity for the student to make a contribution from what he has learned. Grades are not thought to be appropriate for the adult basic education student (if, indeed, they are for any student), as frequent evaluations in which he participates keeps him adequately informed of his progress.

Instructional assistants are often chosen from the community, or may even have gone through adult basic and successfully completed a GED program. Such personnel are often extremely helpful to students as they are sensitive to their problems in learning. These aides may also help with community work in addition to assisting in the educational program.

Inservice Training for Staff

Although we will not treat this topic in detail, since inservice training would vary in type according to the organizational structure of the Learning Center, it is understood that in-service training of all staff members is vitally important. If directors,

teachers and others are to grow in ability to cope with complexities of human relationships, keep up to date, and continue to use information creatively, quality in-service training must be provided, and time alloted for such activity to proceed.

ADMISSION PROCEDURES

When the student arrives at the center, his greeting should be friendly and immediate, and an informal interview by teacher or counselor precedes his admission into the program. This interview is the means whereby the interviewer learns the student's purpose in coming; the learning objectives he has in mind. These goals are not always easy for the student to verbalize, but it is helpful both to him and to his teacher if he can be guided to put these objectives into words which can be recorded for his and his teacher's later reference. Also on his first visit there is a friendly explanation of the nature of the learning materials, how the center operates, and what is expected of the student. Sometimes a small fee is assessed, sometimes a "contract" between teacher and student is devised, but there is usually a form or technique which "formalizes" the student's commitment to the task ahead.

After learning the student's goals, if the objective is to take him from where he is to where he wishes to go, one must ascertain where he is, and this becomes the second job of the interviewer. Some interviewers who possess great experience, skill and sensitivity, conduct informal testing through interview technique. Most, however, resort to placement exercises or tests which show how much the student already knows in the three basic skills. This is very important so that time is not wasted by repetition, and the student is not assigned to material which is too difficult. This matter will be discussed later.

The interviewer, after making adjudgement as to the student's possible level, prescribes a program which will be easy enough to give him a feeling of success, yet hard enough to be somewhat challenging. This means, in effect, that each student gets his own curriculum. The instructor should at this point, if at all possible, set up with the student a realistic time schedule for attendance. He should communicate to the student that he will be expected to appear at these times for study, and that he may, if he wishes, come at unscheduled times to hasten progress.

An estimate of the time required for achieving his goal may or may not be discussed with the student at this time. He is warned, and he will soon learn, that one cannot hasten learning by hurrying: and that one should work at a comfortable pace, taking into account family, job and personal responsibilities. On the other hand, the one guiding instruction should be watchful to determine whether maximum progress is being made, and make changes where indicated.[4]

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[4]Brown, Edward T. "A Community College's Learning Laboratory", Wilson Library Bulletin, September, 1965.

At the time of his admission, the student is started with some appropriate material before he leaves. When he returns it is to complete a task rather than to start one. For his first few sessions, he is considered as being in a period of orientation, and effort to help him feel at home and familiar with, as well as comfortable in, the environment should be extended.

Prescribing the Program

Many teachers initially assign a student to one or two groups of exercises which will reawaken his academic skills, after which he is assigned into the instructional kits, programs and enrichment materials. From this point on, the student rotates among the subject matter programs, materials and groups, which he and his teacher determine are best suited to his use.

When the student arrives at the Center for each scheduled time, the instructional personnel checks his record, and on this basis makes a "prescription". These prescriptions are flexible but careful evaluation of the work completed should be recorded by teachers or student or both. Many centers keep an individual student notebook to house these prescriptions and recordings. At all times while the student is in the Center, instructional personnel is available, in contact and helpful. The amount of time that any work assignment takes is dependent on the ability, enthusiasm, motivation and tolerance of the student. If the work session is less than one hour, it is usually best to spend the total time in one subject area; if two or three hours--part time in two areas; or if longer--three or more subject areas may be tackled. The student's efforts should not be fragmented too greatly, or he will become discouraged. Films, film strips, recordings, conversations, reading for interest and other enrichments are introduced where appropriate. Sometimes they are part of the "daily prescription"; sometimes not.

TESTING AND EVALUATION

Testing and evaluation currently in use in learning centers, differ in length, types and approaches. They are administered both formally and informally using standardized tests, informal conferences, and teacher made materials. An initial placement test (usually the GATE or IPAT) is given by the employment center if the student is vocationally inclined. Testing should be given in an informal and relaxed atmosphere for the adult because if he is subjected to formal testing upon registration, he may be frightened and become an immediate dropout. It should be given to determine the needs, goals, interests and objectives of the clientele which it serves. Evaluation is desirable for initial placement, and follow-up, to determine if student and teacher objectives are being met, and to plan for program improvement.

Although there aren't many evaluation models and no standardization of practice in the learning center, there is a model that has

been proposed by Curtis Ulmer in Teaching the Disadvantaged Adult which is as follows:[5]

1. Evaluation for Initial Placement
   a. Administer word recognition test
   b. Open permanent record with personal data
   c. Administer standardized achievement placement test after a few weeks in program.

2. Follow-Up Evaluation
   a. Administer teacher made questionnaire
   b. Visit for observation if possible
   c. If student is in continuing education program, secure record of progress

3. Evaluation for Program Improvement
   a. Check with student progress in comparison with programs in other states by comparing achievement tests, etc.
   b. Check teacher effectiveness by examining student achievement
   c. Check achievement of adult students in fulfilling objectives of instructional program
   d. Provide diagnostic information to the teacher so that intelligent decisions can be made to improve the learning process.

Auxiliary Services

These can be many and varied. We shall briefly describe several categories of auxiliary personnel and services for learning centers in locations around the Country. It sometimes occurs that one staff member will serve two functions: it may be that one specialized staff person will offer services to several center within a district, state, or county.

Health Services: Since many of our Adult Basic Education students have multiple health defects and deficiencies, it seems logical to provide for this need in some way. Many centers have linkages to community, county, or state health services to which students may be referred; others provide, in addition, a nurse or physician, counselor or psychologist to provide diagnosis and remediation of physical and mental health problems. Such personnel work with both individuals and groups, and often teach health, hygiene, safety, and infant care in addition to other duties. They also serve as consultants to teachers.

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[5]Ulmer, Curtis, Teaching the Disadvantaged Adult, Athens, Ga., University of Georgia Press, 1968.

Community Workers: The jobs of recruitment of students, surveys of community needs, and follow-up on Adult Basic Education drop-outs are usually assigned to a person called "community worker". Educational requirements are not as important as personal characteristics for this staff member, but it is essential that he come from or be knowledgeable about the community served.

Day Care: The need for educational day care of young children is increasingly recognized by workers in Adult Basic Education for several reasons; three of the most important are:

1. Young parents often need care for young children in order to attend the Learning Center.

2. Education of the young and of their parents in parenting skills pays large dividends in breaking the cycle of poverty.

3. Vocational training can be offer[illegible] many mothers who can then care for two or three children in their homes on a fee basis, thus providing employment for one parent while caring for several children of employed mothers.

An adequate explanation of possible arrangements for day care facilities and program adjunctive to Adult Basic Education would be a subject for yet another paper. However, it is recognized that such care can serve a triple purpose of providing family life education, education for young children, and vocational training for mothers.

We have been rather timid about developing a group care for children outside the home, since cultural pressure is in the direction of keeping the young child at home with, not separate from, the mother. We know, however, the disadvantages of having a child grow up in an impoverished home environment, and some of these negative effects are irreversible. We know that parents are often unable to provide for even minimum stimulation for cognitive growth, and offer the child no motivation nor readiness for educational activity. Most of these parents would, indeed, welcome help which offers hope for themselves and their children. For these and other reasons, we must take another look at the matter of group care which includes parents.

Most of the earlier research on this subject deals largely with negative effects from inadequate institutional care. Recent research presents a far more hopeful picture, since it reports many positive results in those institutions featuring better adult-child ratios and conscious effort to meet the psychological needs of infants and children.

This kind of program is expensive, complicated, and should not be attempted by the unitiated. It demands careful planning and

implementation because children are easily traumatized. However, institutional care CAN be very good if we make it so, and group care adjunctive to Adult Basic Education programs is being initiated with success in several instances.

Volunteers: The use of volunteers has not been adequately explored by most learning centers. It has worked well where volunteers are given pre-service training as well as inservice training to teachers on how to incorporate them into the program. The Arizona Association of University Women last year had Adult Basic Education as their annual project and not only initiated several programs within the state, but gave countless hours of time as teacher assistants, "hobby-sharers", librarians, resource people, etc. Retired people with special skills are often happy to volunteer time, are dependable, and help to carry the cause of Adult Basic Education into the community. Colleges and universities help with the preservice and inservice training.

FACILITIES

Learning centers, as they presently exist, differ in sizes and shapes. In many instances, the space was not especially designed to be a learning center but has been adapted for such use. They are often located in basements of churches, community college classrooms, hospitals, storefronts, libraries, and clubhouses. They do not have to conform to any specifications, even so, many of them have less room than they need and are not very attractive. If possible, a learning center should be located in space where expansion is possible and in the neighborhood of the clientele. The material setting does not make the learning center effective, but it does help, and effort should be made to make the appearance inviting.

The instructional area is an open room which serves as the home base and study area of the individual student. Within the instructional area several types of stations, including large tables for open discussion and the use of learning machines. Most have individualized carrels for concentrated study and semi-private areas for tutorial work, testing and counseling. Ample facilities are provided for storage of supplies and spaces for file cabinets, shelves for material and cabinets for equipment (which may be free-standing and movable so they can be used for partitions) and a special resource center.

Rooms for multipurpose use, of moderate to large size, and counseling spaces are desirable for learning centers. The multipurpose room (or rooms) is almost a must, and may be used for viewing films, games, singing, socials, breaks, and many other uses.

All of the spaces should be as large as possible. Small spaces crowd the student and do not adequately house or display the materials. Movable partitions which may also serve as bulletin boards or chalkboards are very useful.

Good lighting, ventilation, and soundproofing are essential, as adults are sensitive to these comforts. Carpeting is nice if available and colorful paint, paper, and furnishings add warmth to the room. Bulletin boards should be well designed and maintained. Students often help with this task.

There should be plenty of electrical sockets. Toilets and lavoratories for both men and women should be on the premises. A small kitchen for preparing and serving refreshments helps in creating a friendly atmosphere.

INTRODUCTION TO MATERIALS LISTED

This is not an exhaustive list of materials because there are many new materials being developed constantly. Included, however, are materials which have been found to be effective in centers of workshop participants contacted, and were selected using the following broad criteria:

1. They are written with adult content
2. They (software) were written on good quality paper and the print clear
3. They include uncomplicated directions which a student can follow
4. The programmed materials have a wide spread of program content with allowance for the teacher to devise her own content
5. They have been successfully used by competent teachers.

We recommend that in all instances, selection of materials for any specific learning center be made using one's own well-defined criteria. While some of the materials we are listing may be appropriate, the nature of the clientele served will determine final selection. We shall list materials in the following categories:

1. Programmed Software
   a. Communication Skills - Levels I, II, and III
   b. Mathematics Skills - Levels I, II, and III
   c. General Knowledge - Levels I, II, and III
2. Audio-Visual Programs and Materials (includes hardware)
3. Non-Programmed Materials
   a. Communication Skills - Levels I, II, and III
   b. Mathematics Skills - Levels I, II, and III
   c. General Knowledge - Levels I, II, and III
4. English as Second Language

Suggested Materials for Learning Centers
Programmed Materials (Software)
Communication Skills
Level I

Programmed Reading Series		
Book 1 - The Letters of the Alphabet	2.12	McG.H.
Book 2 - The Sounds of the Letters	1.76	McG.H.
Teacher's Edition	2.80	McG.H.
Book 3 - From Words to Sentences	1.60	McG.H.
Teacher's Guide to Programmed Reading for Adults (For Complete Course)	1.24	McG.H.
Placement Test Package 30	7.20	McG.H.
Reading Readiness Textbook A	1.49	B.R.L.
" " " B	1.49	B.R.L
" " " C	1.49	B.R.L.
" " " D	1.49	B.R.L.
Teacher's Manual	3.99	B.R.L.
Specimen Kit of Above	9.95	B.R.L.
Series I Readers 1	1.49	B.R.L.
" " " 2	1.49	B.R.L.
" " " 3	1.49	B.R.L.
" " " 4	1.49	B.R.L
Teacher's Manual	.99	B.R.L.
Progress Test Booklet	.49	B.R.L.
Placement Examination	.49	B.R.L.
Spelling Textbook 1	1.49	B.R.L.
" " 2	1.49	B.R.L.
" " 3	1.49	B.R.L.
" " 4	1.49	B.R.L.
Reading Development Kit A Grades 1-3 (Complete for 30)	42.00	B.R.L.
Spelling Rules	13.50	G.
Series I Reading Textbooks 1	.99	B.R.L.
" " " 2	.99	B.R.L.
" " " 3	.99	B.R.L.
" " " 4	.99	B.R.L.
" " " 1A	.99	B.R.L.
" " " 2A	.99	B.R.L.
" " " 3A	.99	B.R.L.
" " " 4A	.99	B.R.L.

Communication Skills
Level II

Book 4 - Sentence Reading	1.60	B.R.L.
Book 5 - Paragraph Reading	1.60	McG.H.
Book 6 - Consecutive Paragraphs	1.60	McG.H.

Behavioral Research Lab. Programmed Materials		
Series II Reading Text Books 5	1.49	B.R.L.
" " " " 6	1.49	B.R.L.
" " " " 7	1.49	B.R.L.
" " " " 8	1.49	B.R.L.
Teacher's Manual	.99	B.R.L.
Progressive Tests	.49	B.R.L.
Series II Readers, Books 5	.99	B.R.L.
" " " 6	.99	B.R.L.
" " " 7	.99	B.R.L.
" " " 8	.99	B.R.L.
" " " 5A	.99	B.R.L.
" " " 6A	.99	B.R.L.
" " " 7A	.99	B.R.L.
" " " 8A	.99	B.R.L.
English Grammar, Vol. I	2.85	B.R.L.
Test Booklet	.68	B.R.L.
Teacher's Manual	.87	B.R.L.
Spelling Textbook 5	1.49	B.R.L.
" 6	1.49	B.R.L.
Teacher's Manual for Books 5 & 6	1.49	B.R.L.
English 2200 - Programmed Grammar (with tests)	2.80	H.B.W.
Reading Development Kit (Programmed) Kit B Grades 4-6 (complete for 30)	42.00	A-W
Reading Attainment System (For 30 pupils)	69.50	G.
Punctuation	8.50	G.
Spelling Rules	13.50	G.

Communication Skills
Level III

Book 7 Content Analysis (Programmed)	1.60	McG.H.
Book 8 Functional Reading	1.60	McG.H.
Coronet Programmed Materials, Pkg. 25	30.00	Co.
David Discovers the Dictionary	1.50	Co.
How to Improve Your Readlng	1.50	Co.
Your Study Skills	1.50	Co.
Series III Reading Textbook 9	1.49	B.R.L.
" " " " 10	1.49	B.R.L.
" " " " 11	1.49	B.R.L.
" " " " 12	1.49	B.R.L.
Teacher's Manual	.99	B.R.L.
Test Booklet	.49	B.R.L.
English Grammar, Vol. II	2.85	B.R.L.
Test Booklet (Vol. I & II)	.68	B.R.L.
Teacher's Manual (Vol. I & II Combined)	.87	B.R.L.
Reading Development (Programmed) Kit C 7-10 (Complete for 30)	57.00	A-W
Reading Attainment System (For 30 Pupils)	69.50	G.

Mathematics
Level I

<u>Programmed Math for Adult Teaching Skills</u>		
Book 1 - Basic Addition	1.44	McG.H.
Book 2 - Advanced Addition	1.44	McG.H.
Book 3 - Subtraction	1.44	McG.H.
Book 4 - Multiplication	1.44	McG.H.
Book 5 - Division	1.44	McG.H.
Teacher's Manual (Books 1-5)	.96	McG.H.
Placement Examination (Books 1-5) Pkg. 100	6.60	McG.H.
Achievement Examination (Books 1-5) Pkg. 100	6.60	McG.H.
Progress Test Booklet (Books 1-5)	9.90	McG.H.
<u>Programmed Math for Adult-Stated Problems</u>		
Book 1 - Problems involving Basic Education	.64	McG.H.
Book 2 - Problems Involving Basic and Advanced Addition	.64	McG.H.
Book 3 - Problems Involving Subtraction and/or Addition	.64	McG.H.
Book 4 - Problems Involving Multiplication	.64	McG.H.
Book 5 - Problems Involving Division	.64	McG.H.
Introduction to Numbers	8.50	G.
Addition and Subtraction Facts	11.00	G.
<u>Math Workshop - Basic</u>		
Level A Teacher's Guide	4.80	E.B.
Level A Student's Book	1.50	E.B.
Level B Teacher's Guide	4.80	E.B.
Level B Student's Book	1.50	E.B.
Level C Teacher's Guide	4.80	E.B.
Level C Student's Book	1.50	E.B.
<u>Math Workshop - Supplemental</u>		
Level A Supplementary Activities Set	16.50	E.B.
Level B " " "	16.50	E.B.
Level C " " "	16.50	E.B.
Additional Teacher's Guide	1.50	E.B.

Mathematics
Level II

<u>Programmed Math for Adult Teaching Skills</u>		
Book 6 - Fractions	1.44	McG.H.
Book 7 - Decimals	1.44	McG.H.
<u>Temac Programmed Math</u>		
Ratios and Proportions (1 Book)	2.75	E.B.
Test Booklet	.25	E.B.
Arithmetic of Whole Numbers (2 Books)	8.50	E.B.
Teachers's Manual (Inc. Test Questions & Ans.)	.75	E.B.
Whole Numbers and Numerals (2 Books)	8.50	E.B.
Teacher's Manual (Inc. Test Questions & Ans.)	1.25	E.B.

Mathematics
Level III

The Consumer Mathematics Series: Programmed		
The Pay Check	2.96	B.R.L.
The Household Budget	2.96	B.R.L.
The Wise Buyer	2.96	B.R.L.
Income Tax	2.96	B.R.L.
Insurance	2.96	B.R.L.
Investments	2.96	B.R.L.
Vocational Opportunities and Lifetime Savings	2.96	B.R.L.
Test Booklet for each title	.48	B.R.L.
Teacher's Manual for each title	.78	B.R.L.
Lessons for Self Instruction in Basic Skills		
Addition Series EF	1.00	C.T.B.
Subtraction " EF	1.00	C.T.B.
Multiplication " EF	1.00	C.T.B.
Division " EF	1.00	C.T.B.
Multiplication and Division	11.00	G.
Fractions: Basic Concepts	11.00	G.
Decimal Numbers	13.50	G.
Temac Programmed Math		
Introduction to Mathematics (4 Books)	12.00	E.B.
Teacher's Manual	1.00	E.B.
Test Booklet	1.00	E.B.
Introduction to Modern Math (4 Books)	12.00	E.B.
Teacher's Manual	1.00	E.B.
Test Booklet	1.00	E.B.
Basic Mathematics (5 Books)	12.00	E.B.
Teacher's Manual	1.25	E.B.
Test Manual (1-4)	1.00	E.B.
Test Manual (5)	.50	E.B.
Preparing for Algebra (1 Book)	2.75	E.B.
Mathematics Learning Center		
The MLC is a collection of 205 individual books in nine subject areas. It is broken down into 21 major topics with more than 300 entries. This allows you to locate and assign materials to each student's need.		
Math Learning Center with Bookcases (Includes 6 Teacher's Guides with Tests)	398.00	E.B.
Math Learning Center without Bookcases	349.50	E.B.

General Knowledge
Level II

Programmed Geography, Book 1	2.70	MacM.
Teacher's Manual	1.20	MacM.
Test Booklets	.36	MacM.
Bill of Rights Pkg. 25	30.00	Co.
Grouping Animals Pkg. 25	30.00	Co.
How to Forecast the Weather Pkg. 25	30.00	Co.
Latitude and Longitude Pkg. 25	30.00	Co.
Maps: How We Read Them Pkg. 25	30.00	Co.
United States Constitution	2.37	B.R.L.
Test Booklet	.41	B.R.L.
Teacher's Manual	.53	B.R.L.
Safety	2.18	B.R.L.
Test Booklet	.43	B.R.L.
Teacher's Manual	.63	B.R.L.
Nutrition	2.82	B.R.L.
Test Booklet	.53	B.R.L.
Teacher's Manual	.77	B.R.L.
Prevention of Communical Disease	1.82	B.R.L.
Test Booklet	.43	B.R.L.
Teacher's Manual	.43	B.R.L.
Body Structure and Function	2.93	B.R.L.
Test Booklet	.51	B.R.L.
Teacher's Manaul	.73	B.R.L.
Personal Health	2.42	B.R.L.
Test Booklet	.47	B.R.L.
Teacher's Manual	.64	B.R.L.
First Aid	2.76	B.R.L.
Test Booklet	.48	B.R.L.
Teacher's Manual	.71	B.R.L.

General Knowledge
Level III

Programmed Geography Book 2	2.70	MacM.
" " Book 3	2.70	MacM.
Teacher's Manual	1.20	MacM.
Test Booklets		MacM.
Cells and Their Structure Pkg. 25	30.00	Co.
How A Bill Becomes A Law	.81	Ginn
The Constitution	.84	Ginn
How to be a Wise Consumer	1.10	Co.
The American Government, Vol. 1	3.67	B.R.L.
Test Booklets	.48	B.R.L.
Teacher's Manual	.56	B.R.L.

Audio and Visual Programs and Materials

Learning Through Seeing Filmstrips	159.50	S.
Classroom Reading Kit Level I	159.50	S.
Classroom Phonics Kit Level I	159.50	S.
Classroom Reading Kit IV, Level II	159.50	S.
Classroom Vocabulary Kit Level III	159.50	S.
Classroom Reading Kit VII, Level II	159.50	S.
Classroom Arithmetic Practice Kit Levels I, II, III	159.50	S.
Tachist-O-Flasher attachment included.		
Phonics in a Nutshell Level II & III Filmstrip and Record	139.50	S.
Language Master Card Programs		
Word Picture Series:		
111021 Set 1 Nouns (200 Cards)	35.00	B.H.
111022 Set 2 Verbs (200 Cards)	35.00	B.H.
111023 Set 3 Basic Concepts (200 Cards)	35.00	B.H.
Language Stimulation Series:		
111031 Set 1 Phrases (200 Cards)	35.00	B.H.
111032 Set 2 Sentences (200 Cards)	35.00	B.H.
111033 Set 3 Language Reinforcement (200 Cards)	35.00	B.H.
English Development Series:		
111041 Set 1 Practice Vocabulary	35.00	B.H.
111042 Set 2 Everyday Practices	35.00	B.H.
111043 Set 3 Industrial Supplement	35.00	B.H.
The Phonics Series:		
111061 Set 1 Sound Blending and Beginning Phonetic Skills (200 Cards)	35.00	B.H.
111062 Set 2 Consonant Blends and Phonetic Elements (200 Cards)	35.00	B.H.
111063 Set 3 Word Building and Word Analysis Techniques (200 Cards)	35.00	B.H.
072475 Blank Cards - Taped 31/2x9 size (100 Cards)	6.00	B.H.
711B Portable Language	250.00	B.H.
36407 Headphones for Language Master	28.00	B.H.
Learning 100 Programs:		
Controlled Reader with case - Controlled Reader training is provided to develop fluency in reading. Use of the guided slot develops visual coordination and mobility, as well as encouraging good directional attack. The variable rate control permits students to read at rates which are challenging and which encourages more rapid perception and association.	275.00	E.D.L.

Controlled Reader Jr./case - same as above except to be used in small groups or individual work (maximum group size of four students.)	202.00	E.D.L.
Tach-X/case - Tach-X work recognition training is used to decrease students' work recognition time, increase their ability to use context clues to predict word meaning, and as a vehicle for teaching of structural principles. May be used as a regular filmstrip projector.	200.00	E.D.L.
Dust cover for above instruments	1.00	E.D.L.
Flash-X Small, hand operated individual tachistoscopes for independent practice in word recognition.	7.20	E.D.L.
HP 105-7-108 Readsets-Listening Stations- an 8 station listening system and compact storage/carrying case. Set includes 8 headsets with standard plugs to fit all regular tape recorders and record players. Each headset has individual volume control for maximum comfort.	64.95	E.D.L.
Wollensak 1500 AV Tape Recorder (2 speed 3 3/4 & 7 1/2 ips) built especially for school use with ease of operation and rugged components.	199.50	E.D.L.
500 Watt projector Lamp for Controlled Reader and Tach-X	5.25	E.D.L.
For use with the Tach-X		
Word Recognition Filmstrips		
TX-AA Word Recognition Filmstrip (11)	22.00	E.D.L.
TX-BA Word Recognition Filmstrip (8)	16.00	E.D.L.
TX-CA Word Recognition Filmstrip (8)	16.00	E.D.L.
TX-DEFA Word Recognition Filmstrip (24)	48.00	E.D.L.
Word Recognition Study Guides (Non-consumable)		
Each student should have a study guide as the lesson is presented with the Tach-X		
TX-AA Word Recognition Study Guide	1.50	E.D.L.
TX-BA Word Recognition Study Guide	1.50	E.D.L.
TX-CA Word Recognition Study Guide	1.50	E.D.L.

For Use with the Flash-X			
FX-AA Word Recognition Discs		6.00	E.D.L.
FX-BA " " "		4.50	E.D.L.
FX-CA " " "		4.50	E.D.L.
FX-DA " " "		4.50	E.D.L.
FX-EA " " "		4.50	E.D.L.
FX-FA " " "		4.50	E.D.L.
For Use with Controlled Reader			
CR-AA Story Filmstrips (25 stories)		75.00	E.D.L.
CR-BA " " "		75.00	E.D.L.
CR-CA " " "		75.00	E.D.L.
CR-DA " " "		75.00	E.D.L.
CR-BA " " "		75.00	E.D.L.
CR-FA " " "		75.00	E.D.L.
CR-CPDA Comprehension Power (15 Filmstrips)		75.00	E.D.L.
CR-CPEA " " "		75.00	E.D.L.
CR-CPFA " " "		75.00	E.D.L.
For Use with Listening Center			
On Levels II and III, a combined recording and workbook approach is used to introduce and give practice in a variety of listening, reading, and writing skills.			
Listen-DA (Emphasis is placed on auditing) (Listening Comprehension) skills			
(15 tapes)		97.50	E.D.L.
15 Records		45.00	E.D.L.
Listen Lesson Book one/student		1.60	E.D.L.
Listen and read EA-Reading skills as well as auditing skills are emphasized.		1.60	E.D.L.
Listen and write FA-The listening medium is used for a vehicle for teaching a wide variety of writing skills.		1.60	E.D.L.
		533.50	D.
The Didactor:			
A wide range of programs for use in the Didactor is available.			
Study Skills Cycle	-CT 1000	4.50	F.E.E.C.
Mathematics Cycle	-CT 2010	15.45	F.E.E.C.
Language Arts	-CT 3010	4.25	F.E.E.C.
Social Studies	-CT 4010	6.00	F.E.E.C.
Science Cycles	-CT 5010	9.75	F.E.E.C.
Activities	-CT 6010	4.00	F.E.E.C.
Supplementary Math Cycles	-CT 2011	3.00	F.E.E.C.
Supplementary Language Arts Cycle-Teacher Learning Aid	-CT 3011	15.00	F.E.E.C.

Non-Programmed Materials
Communication Skills
Level I

Mott Basic Language Skills AR 301	1.55	A.E.C.
" " " " AR 302	1.75	A.E.C.
Mott Word Bank 300	2.05	A.E.C.
System for Success Bk. 1	2.49	F.
System for Success Insti. Bk. 1	4.50	F.
Getting Started - Communications 1	1.65	F.
On The Way - Communications 1	1.65	F.
Reading with a Purpose (GR.0-6)	3.54	F.
Reading With a Purpose-Teacher Edition	4.50	F.
Learning to Read and Write	2.48	H.R.W.
Learning to Write	1.08	H.R.W.
Word Analysis Red Booklet	.75	MacM.
" " Orange Booklet	.75	MacM.
Vocabulary Development Red Booklet	.75	MacM.
" " Orange Booklet	.75	MacM.
Reading Comprehension Red Booklet	.75	MacM.
" " Orange Booklet	.75.	MacM.
New Practice Readers Book A	.93	McG.H.
" " " Book B	.93	McG.H.
Teacher Manual for Complete Series	.18	McG.H.
Your Family and Your Job	2.13	N. & N.
Family Life in U.S.A.	1.25	N. & N.
Operation Alphabet 1 E585-1	2.00	N. & N.
" " 1 Tea. Guide E586-1	2.00	N. & N.
" " 2 Part 1 E587-1	2.50	N. & N.
" " 2 Part 2 E588-1	2.50	N. & N.
" " 2 Tea. Guide Part 1 and 2 E587	2.00	N. & N.
First Book in American English	1.00	O.
English This Way - Books 1, 2, 3, & 4 Ea.	1.20	MacM.
English This Way - Teacher's Manual & Key	1.75	MacM.
Building Your Language Power, Set Bks. 1-6	4.86	S.B.
Working With Words	.72	St.V.
Working With Word Patterns	.72	St.V.
Adult Reader	.72	St.V.
Steps to Learning Book 1	.60	St.V.
" " " Book 2	.60	St.V.
I want to Read and Write	.72	St.V.
Learning and Writing English	.72	St.V.
Talking it Over	.78	E.O.P.
Talking it Over (Inst. Book)	3.75	E.O.P.
New Reading Skills Builder-Teacher's Edition	.51	R.D.
Reader's Digest Readers Book 1	.75	R.D.
" " " Book 2	.75	R.D.
Adult Readers: Workers in the Sky	.20	R.D.
Send For Red	.20	R.D.
Second Chance	.20	R.D.
Mystery of the Mountains	.20	R.D.

Adult Readers:	A Race to Remember	.20	R.D.
	Valley of 10,000 Smokes	.20	R.D.
	Santa Fe Traders	.20	R.D.
	Men Who Dare the Sea	.20	R.D.

Non-Programmed Materials
Communication Skills
Level II

System for Success, Book II	2.49	F.
System for Success, Book II Teacher's Ed.	4.50	F.
Successful Reading	1.98	G.B.C.
English on the Job, Book 1	2.40	G.B.C.
English	1.92	H.R.W.
Basic Dictionary of American English	1.32	H.R.W.
MacMillan Reading Spectrum		
Word Analysis - Yellow Booklet	.75	MacM.
Green Booklet	.75	MacM
Vocabulary Development - Yellow Booklet	.75	MacM.
Green Booklet	.75	MacM.
Reading Comprehension - Yellow Booklet	.75	MacM.
Green Booklet	.75	MacM.
New Practice Readers: Book C	.93	McG.H.
Book D	.93	McG.H.
Book E	.93	McG.H.
Language for You, Book 1	1.02	H.W.
Second Book In American English	1.00	O.
English This Way, Books 5, 6, 7, & 8 ea.	1.20	MacM.
" " " -Teacher's Key, Bks. 1-6	1.75	MacM.
" " " -Teacher's Key, Bks. 7-12	1.75	MacM.
How to Read Better, Books 1 and 2	.54	St.V.
I Want to Learn English	.72	St.V.
English That We Need	1.25	F.B.R.
The Road to Better English	1.00	C.
Better and Faster Reading	1.00	C.
Reading for Comprehension, Book 1	.65	C.
Key	.15	C.
Increase Your Vocabulary, Book 1	.60	C.
Reader's Digest Adult Reading Program	.	
Guides to High Adventures	.20	R.D.
First at the Finish	.20	R.D.
I Fell 18,000 Feet	.20	R.D.
What's On the Moon (Teacher's Ed. free with 20 copies)	.20	R.D.
Reading Skills Builders	.69	R.D.
Teacher's Edition	.69	R.D.
Reader's Digest Reading Book 3	.75	R.D.
Book 4	.75	R.D.

Non-Programmed Materials
Communication Skills
Level III

Reading Skillbook 1	.99	A.B.C.
" " 2	.99	A.B.C.
Reading Skillbook - Teacher's Edition	.99	A.B.C.
Better Reading	2.40	G.B.C.
English on the Job	2.64	G.B.C.
Word Analysis - Blue Booklet	.75	MacM.
Purple Booklet	.75	MacM.
Vocabulary Development - Blue Booklet	.75	MacM
Purple Booklet	.75	MacM.
Reading Comprehension - Blue Booklet	.75	MacM.
Purple Booklet	.75	MacM.
New Practice Readers Book F	.93	MacM.
Book G	.93	MacM.
English Lessons for Adults, Book 1	.90	H.B.W.
" " " " Book 2	.90	H.B.W.
" " " " Book 3	.90	H.B.W.
From Words to Stories	2.24	N. & N.
Write your Own Letters	1.08	N. & N.
How We Live	2.64	N. & N.
Readers Digest Reading, Book 5	.75	R.D.
Book 6	.75	R.D.

Non-Programmed Materials
Mathematics
Level I

AR304 Numbers and Money	1.75	A.B.C.

Level II

Refresher Workshop in Arithmetic	1.53	A.B.
Useful Arithmetic	1.25	F.E.R.
Useful Arithmetic Volume II	1.25	F.E.R.
Arithmetic That We Need	1.25	F.E.R.
Getting Ready for Payday	1.25	F.E.R.
Part 1-Checking Account	1.25	F.E.R.
Part 2-Savings Account	1.25	F.E.R.
Part 3-Planning Ahead	1.25	F.E.R.

Level III

Fundamentals of Mathematics	1.89	A.B.
Adult Adventures in Arithmetic	2.00	A.B.C.
Short Course in Arithmetic	1.38	A.B.C.
Fundamental Mathematics	2.48	H.R.W.
Basic Essentials of Mathematics Part 1	.66	St.V.
Part 2	.66	St.V.

Figure It Out Book 2 (5-8)	1.00	F.
Instructor's Book, Figure It Out Bk. 2(5-8)	3.75	F.
Advanced Arithmetic	2.48	H.R.W.
Fundamental Mathematics	2.48	H.R.W.

Non-Programmed Materials
General Knowledge
Level I

Get Your Money Worth	2.48	H.R.W.
Measure Cut and Sew	2.96	H.R.W.
My Country	.54	St.V.
News For You, Newspaper AA, Semester	1.25	N.Y.F.
A History of Our Nation	1.00	C.
Key	.15	C.
Work-A-Text in Life Science	1.25	C.
Key	.15	C.

Many titles in Level II are appropriate for Level I after two or three months study. They can be used to motivate discussion and learn new vocabulary.

Use of posters, pamphlets, advertisements, newspapers, etc. should be used extensively to lead students to many sources for further learning. There are many material lists available for suggestions.

Level II

Study Lessons in Our Nations History	4.02	F.
American History	2.48	H.R.W.
Introduction to Geography	2.68	H.R.W.
Science	2.48	H.R.W.
The Thomases Live Here	2.20	H.R.W.
Life with the Lucketts	2.20	H.R.W.
News For You, Newspaper A, Semester	1.25	H.R.W.
They Served America		St.V.
My Country	.54	St.V.
Helping Your Children	1.32	St.V.
New Fabrics, New Clothes, and You	1.32	St.V.
The Care We Give Our Clothes	1.32	St.V.
Health and Happiness	1.24	St.V.
Let's Help Our Community	1.24	St.V.
Basic Science For Adult Book 1	.66	St.V.
Book 2	.66	St.V.

General Knowledge
Level III

American History Study Lesson		4.50	F.
World History Study Lessons		4.05	F.
You and the Law		2.24	H.R.W.
Principles of Geography for Adults		1.96	H.R.W.
Earth and Space Science		2.48	H.R.W.
News For You, Newspaper B, Semester		1.25	N.F.V.
Wanting A Job	No. 0600	.84	F.
Training for a Job	No. 0601	.84	F.
Starting A Job	No. 0602	.84	F.
Looking for a Job	No. 0603	.84	F.
Holding A Job	No. 0604	.84	F.
Changing A Job	No. 0605	.84	F.
Teachers Guide	No. 0606	.84	F.

English As A Second Language

<u>English Language Services Programs:</u>

Intensive Course in English This includes text, teacher's manual and tapes		E.L.S.
Technical English Tape Library-Complete Pre-recorded tapes, set of 114 reels with scripts		E.L.S.

<u>English Language Service Teacher Education Programs:</u>

Workbook Modules		E.D.L.
" II English Grammar-Complete (Tapes and Workbooks)		E.D.S.
Workbook IV Classroom Teaching-Films, tapes, and workbooks		E.D.S.

<u>English Language Service Teacher Education Program:</u>

Laboratory Installations.		
TEP Basic System-Complete - Console Films, (tapes, workbooks, and reference books)	11,250.00	E.D.S.
English This Way	1.28	E.D.S.
Manual books (1-6)	1.80	E.D.S.
Manual books (7-12)	1.80	E.D.S.

Sources of Free Materials

Revised Teaching Taxes Program
Internal Revenue Service

Educational Materials
Metropolitan Life Insurance Company

Social Security Educational Materials
U.S.Department of Health, Education, & Welfare
Social Security Administration

Making The Most of Your Money 103
Catalog of Teaching Aids 113
Institute of Life Insurance
277 Park Avenue
New York, New York 10017

A History of Measurement (chart)
How an Automobile Assembled (chart)
The Eyes Have It (Booklet)
Educational Affairs Department
Ford Motor Company
The American Road
Dearborn, Michigan

Get Ready for Payday (copy 10¢)
(This material may be duplicated)
The Cleaniness Bureau
The Soap and Detergent Association
485 Madison Avenue
New York, New York 10022

Student Practice Check Book and
other Educational Materials
Public Relations Department

Most of these can be used in Level I.

Publishers and Distributors

Allied Education Council P.O.Box 78 Galien, Michigan 49113	A.E.C.
Allyn and Bacon 695 Miami Circle N.E. Atlanta, Georgia	A.B.
American Book Company 1519 Fifth Street S.W. Atlanta, Georgia	A.B.C.
Behavioral Research Laboratories Ladera Professional Center Box 577 Palo Alto, California	B.R.L.
California Test Bureau Del Monte Research Park Monterey, California 93940	C.T.B.
Cambridge Book Company Cambridge Building Bronxville, New York 10788	C.
Educational Opportunities Project 1010 West Washington, Boulevard Chicago, Illinois 60607	E.O.P.
Follett Publishing Company 1010 West Washington Boulevard Chicago, Illinois 60607	F.
Frank E. Richards, Publishers 215 Church Street Phoenix, New York 13135	F.E.R.
Globe Book Company 175 Fifth Avenue New York, New York 10010	G.B.C.
Harcourt, Brace, and World, Inc. 680 Forrest Road N.E. Atlanta, Goergia	H.B.W.

Publishers and Distributors

Harr-Wagner Publishing Company 609 Mission Street San Francisco, California	H.W.
Holt, Rinehart, and Winston, Inc. 383 Madison Avenue New York, New York 10017	H.R.W.
McGraw-Hill Publishing Company 330 West 42nd Street New York, New York 10036	McG.H.
MacMillan Company School Department 60 Fifth Avenue New York, New York	MacM.
Noble and Noble Publishers, Inc. 750 Third Avenue New York, New York 10018	N. & N.
Oxford Book Company 71 Fifth Avenue New York, New York	O.
Reader's Digest Series, Inc. Educational Division Pleasantville, New York 10570	R.D.
Silver Burdett and Company 3272 Peachtree Road, N.E. Atlanta, Georgia	S.B.
Steck-Vaughn Publishing Company P.O. Box 2028 Austin, Texas 78767	St.V.
Addison-Wesley Company 2725 Sand Hill Road Menlo Park, California 94025	A-W
Grolier Educational Corporation 845 Third Avenue New York, New York 10022	C.

Publishers and Distributors

Coronet Learning Programs 65 East South Water Street Chicago, Illinois 60601	Co.
Educational Development Laboratories, Inc. Division of McGraw-Hill Book Company Huntington, New York 11744	E.D.L.
Didactics Corporation 700 Grace Street Mansfield, Ohio 44905	Did.
Bell and Howell Audio-Visual Department 7100 N. McCormick Road Chicago, Illinois 60645	B.H.
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